



"Stronger Together"
Virtual Leadership Conference
 Monday 28th September - Thursday 1st October 2020



Live Speakers						
Day	Time	Name	Organisation	Session Title	Description	Live speaker Panel Discussion
Monday 28th September	9.30am	Dame Alison Peacock - Chief Executive	Chartered College of Teaching	Leadership	TBC	Live Speaker
	3.30pm	Julie Stirrup - Birmingham Careers Hub Lead Nicola Hall - Director of Education	The Careers & Enterprise Company			
Tuesday 29th September	9.30am	Anna Robinson - Mental Health & Well-being Lead Amanda Daniels - Principal Educational Psychologist Erin Docherty - Senior Lead Nurse, STICK Team	BEP Birmingham City Council Forward Thinking Birmingham	Returning to School, What now and what next? A Mental Health & Wellbeing Perspective	As we move into a different phase of what we hope is continued recovery and repair, Amanda Daniels, Erin Docherty and Anna Robinson will explore emerging themes around emotional health and wellbeing and what that means for school leaders across the city.	Panel Discussion
	12.00pm	Prof. Christine Gilbert - Visiting professor	UCL Institute of Education	Coming back stronger: learning from the pandemic	The nature and scale of the pandemic mean its impact is already profound. No one can be sure what any further changes will be or how permanent they will prove. This session draws on learning from the experiences of schools during the pandemic. It considers some very practical responses and initiatives that might well represent longer - term improvements in how schools work.	Live Speaker
	3.30pm	Denise Fountain Pete Weir Paul Dodderidge Debbie James Sally Leese	The Dame Ellen Pinsent School Saltley Academy Angelsey Primary School Swanshurst School Castlevale Nursery School	Managing schools through the pandemic	A Headteacher panel discussion that will provide a view from a view from each phase with a chance to raise key issues.	Panel Discussion
	4.30pm	Nichola Jones - Assistant Director Inclusion, SEND and Wellbeing	BCC	DLP	TBC	Live Speaker
	5.00pm	Prof. Colleen McLaughlin - Director of Educational Innovation Faculty of Education	University of Cambridge	Emotional Resilience	This presentation will provide the evidence and rationale for the need to change our emphasis in education today and provide a broader more fit for purpose education that recognises all the needs of young people in schools.	Live Speaker
	5:45pm	Prof. Robin Banerjee - Head of School School of Psychology	University of Sussex	TBC	TBC	Live Speaker
Wednesday 30th September	9.30am	Dr. Suzanne Zeedyk - Research Scientist, School of Psychology	University of Dundee	Trauma informed schools & Attachment		Live Speaker
	3.30pm	James McNeillie - HMI Acting Regional Director, West Midlands	Ofsted	New Ofsted Visits		Live Speaker
Thursday 1st October	9.30am	René Carayol - Executive Coach & Leadership Speaker		"No One is Born a Racist"	2020 has been one tough year, now, leaders in education are not only tasked with trying to stabilise how they operate during the pandemic, but they also know that in whatever form they seek to rebuild their organisation's culture, it must be with a committed effort towards diversity, inclusion and equality. It shouldn't take social movements like #MeToo or #BlackLivesMatter to awaken a collective consciousness around long standing systemic biases. René will share through contemporary stories on how some progressive leaders are going about driving the transformation of their cultures to be more caring and more inclusive in a pragmatic and practical manner.	Live Speaker
	4.00pm	Professor Steve Munby -Visiting Professor, Institute of Education, University College London	Munby Education	Imperfect Leadership in Challenging Times.	None of us were taught how to lead in a pandemic and it isn't on any leadership development program. We are in uncharted territory. There is no operating manual or set procedure. So how do we lead during unprecedentedly challenging times? How do we ensure that we take people with us when they may be feeling uncertain themselves? And, as the crisis gradually lessens, how do we help to create new, sustainable ways of working that are right for our new context? Building on his book "Imperfect Leadership – a book for leaders who know they don't know it all" (Crown House Publications, 2019) Steve Munby will argue that we need to celebrate and embrace the fact that we are imperfect leaders and that during challenging times this is even more crucial.	Live Speaker

Pre-recorded sessions

Exact dates and times to be confirmed

Name	Organisation	Session Title	Description
John Blake - Head of Public Affairs and Engagement, ARK Schools	ARK	Curriculum and Covid – how did one academy trust adjust its curriculum in light of the challenges of the pandemic?	Ark Schools is committed to a knowledge-rich curriculum for all its young people, but both lockdown and the “new normal” in reopening soak up time and capacity – how did one school trust attempt to balance those objectives, and the further challenges of the past few months and the months ahead. This session will discuss Ark’s curriculum programmes, digital strategy and involvement in the Oak National Academy to share how we attempted to navigate the issues posed by coronavirus and its impact.
Chiara Cappellini - Evaluation Manager	National Literacy Trust	Children’s reading before and during lockdown, and links with mental health and wellbeing	
Dr Helen Drury - Director of Curriculum Programmes, ARK Schools	ARK	Ark’s mastery curriculum: how can a shared curriculum empower teachers?	Helen will share some of the challenges faced and lessons learnt by teachers across the Ark network as they’ve collaborated to develop a shared curriculum and relevant, integrated training for subjects including maths, English, science and geography over the past decade. Helen will share some of Ark’s top tips for designing a curriculum for mastery – so that every young person achieves the subject knowledge and skills that will allow them to succeed.
Frances Child - Head of Department for Teacher Education	University of Birmingham	Covid 19 challenges for ITE – teacher supply - and the University of Birmingham response	
Hazel Pulley - CEO	Excelsior MAT	In the last 6 months our childrens’ worlds have shrunk. What strategies can schools use to support mental health and wellbeing post lockdown?	
Chris Wilson - Executive Head Teacher Mansur Ali - Head Of Faculty Nandini Gill - Instructor/Cover Supervisor	Queensbury School	The Virtual Classroom: Queensbury Special School	The integration of learning platforms to enable a continuation of learning during the lockdown and beyond. Achieved through bringing together platforms for delivery, resources and communication. At Queensbury School the integration of learning platforms enabled staff to deliver lessons solely on a remote learning basis and as a combination where half the students are physically in the classroom and the other, half join the lesson remotely. The training and support provided to staff, students and parents/ carers to enable them to access the platforms will be highlighted along with future developments.
Lauren Thorpe - Director of Strategy - ARK Schools	ARK	Ark’s digital strategy and approach to blended learning.	“The COVID crisis has highlighted the inequity in access to digital devices at home. Reducing this inequity through providing students with devices will help to close this gap, but it won’t be enough on its own. Technology is not a panacea. The evidence for using technology to improve learning outcomes is mixed. Any school embarking on a digital strategy to improve learning outcomes for young people needs to be precise in its aims and clear on its approach. In this session, we will share Ark Schools’ ambition and how we intend to meet it through our digital strategy and approach to blended learning.”
Nazma Meah - Director	The Nazma Project	Empowering girls via reading projects to increase SATS/GCSE results	The Nazma Project empowers girls to do well at their SATS and GCSE’s to ensure they get good results enabling and empowering them for the future via reading.
Professor Deborah Youdell - Professor of Sociology of Education	University of Birmingham	Birmingham Families’ experiences of learning and COVID-19	
Professor Karen Guldborg - Autism Studies	University of Birmingham	Parental perspectives on the impact of lockdown on autistic children, young people and their families.	A focus on the experiences of parents of autistic pupils during lockdown and a discussion of this in the context of broader research investigating the impact of exclusions on children, young people and families.

Miranda Pallen - Reader in Public Health & Epidemiology	University of Birmingham	The impact of 'lockdown' on learning and wellbeing from a young person's perspective – findings from the CONTRAST study	In this session findings from a survey completed by young people aged 11-15 years during the COVID-19 pandemic restrictions will be presented, focusing on learning and wellbeing. The variation in young person's experiences will be explored, and implications for those working with young people discussed.
Colin Crehan - Headteacher Holy Trinity Catholic School Accounting Officer St Teresa of Calcutta Multi-Academy Company	Holy Trinity Secondary School	Developing a successful school through a shared mission and commitment to effective collaboration.	In this session we will reflect upon what our recent lockdown experience has taught us about what really works in schools. We will reflect upon our true mission as educators by stripping back what is not important and focussing on the capacity and full potential that we all share. This session aims to provide engagement, an opportunity to think and hopefully a collective understanding how best we can all move forwards together.
Rebecca Patel - Education Consultant	Tech She Can Charter	Inspiring more children, particularly girls, to see the possibility that a job in technology can bring.	Technology is set to influence every aspect of our lives; we need to ensure that the people creating our technology solutions are representative of the population and that there is an equal opportunity to take part in the jobs of the future. The FREE Tech We Can lesson plans and Tech Tuesday Webcasts have been created to help inspire children in years 6, 7 and 8 to consider a future career in technology.
Emma Tyler - Education & Leadership Consultant BEP Peer Review Lead	BEP	BEP Home & Blended Learning Framework	The BEP Home & Blended Learning Framework has been written to provide schools with the opportunity to reflect on current policy and practice. The presentation shares the core themes and enquiry questions for schools to use as prompts for discussion along with a self-evaluation tool to identify key priorities and actions for on-going school improvement.
Rubina Darr - Executive Headteacher	Cromwell Learning Community Academy Trust	Justice and Inclusion - Opportunities for all. Decolonising the curriculum.	Our session showcases the work Cromwell Learning Community has embarked on to diversify and decolonise how the primary curriculum is delivered across CLC in line with our school vision. This is particularly important in light of current events. We design a curriculum that inspires pupils and enables them to appreciate the contributions of different civilisations and cultures throughout our histories. Children must have access to knowledge that deepens their understanding of different civilisations to where, how, and why we are in the world today.
Herminder Channa - Principal	ARK Boulton Academy	My reflections on leading a school in Covid-19 times.	The quality of teaching and school leadership are two things which have the biggest impact on outcomes for disadvantaged children. As the education system begins to recover from Covid-19, Herminder believes there are opportunities to "do things differently" as a vehicle to tackle further inequalities that this pandemic will result in; meaning that great teachers and school leaders are going to be more important than ever.
Amy Lavin - Geography teacher and lead practitioner Kate Howes - Head of Geography, Turves Green Girls School & John Gladstone - Head of KS3 Science, Turves Green Girls School.	St Thomas Aquinas Catholic School (Lumen Christi MAC) & Turves Green Girls School	Ideas on Disciplinary Literacy to support and benefit Secondary School children.	The PowerPoint defines and reiterates the importance of the disciplinary literacy approach for all subjects in secondary schools. The ideas and thoughts of teachers currently working on and developing this approach in Birmingham secondary schools. It will also highlight that the teaching of ambitious vocabulary can be taught by us all no matter what our subject specialism and includes an amalgamation of strategies and approaches being used at Turves Green Girls' but also within BEP's Academic Language Community of Practice as a whole.
Johanna Klinsky - Director of Teacher Development	ARK	Using Ark's Great Teacher Rubric to Develop Teachers	We know that the quality of teaching matters very much for our children. Children who are in the classrooms with great teachers receive the equivalent of seven months more learning during a single academic year than children who are in classrooms with less effective teachers. At Ark, we seek to close the provision gap through high quality teacher development. We use the Great Teacher Rubric as part of our package of supports to provide holistic development for our teachers. This session will provide you with an introduction to the Great Teacher Rubric and the theory behind its development.

<p>Nigel Oram - Headteacher Phillip Hynan - Deputy Headteacher</p>	<p>Harper Bell SDA Primary School</p>	<p>Curriculum development (pre & post George Floyd) and how it translates to intent, implementation and impact</p>	<p>Harper Bell Seventh-day Adventist Primary School is a small, inner-city Christian school located in the centre of Birmingham. We have designed our curriculum under-pinned by the belief that "British history" is "black history" and vice-versa. We believe it is impossible to teach one without the other and that as teachers, we must not avoid teaching the "tricky bits" of British history and culture.</p>
<p>Paulette Osborne - Assistant Director for School Improvement Bren Taylor - Senior Education Adviser, Head of Professional Services</p>	<p>BEP Entrust</p>	<p>Education Reform</p>	
<p>Jayne Welsh - Associate Assistant Principal</p>	<p>ARK St Albans</p>	<p>Classroom talk and bridging the gap</p>	<p>Jayne will focus on classroom talk, and bridging the gap for children who haven't accessed academic language over the last month due to lockdown and school partial closures. She'll be sharing some key principles for good, accountable classroom talk that can be used by teachers across all curriculum areas.</p>